

# Title II of the Higher Education Act Intuitional Report

## APPENDIX C

### Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2000-2001

Office of Postsecondary Education, U.S. Department of Education

Report Year 2: (Fall 2000, Winter, 2001, Summer 2001)

Institution name:	Lindenwood University		
Respondent name and title:	Dr. Rick Boyle, Dean-Education Division		
Respondent phone number:	(636) 949-4477	(606)949-4992	
Electronic mail address:	<a href="mailto:rboyle@lindenwood.edu">rboyle@lindenwood.edu</a>		
Address:	209 S. Kingshighway		
City:	St. Charles	State: MO	63301

### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>		
Institution Name	Lindenwood University		
Institution Code	6367		
State	Missouri		
Number of Program Completers Submitted	125		

Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	125				Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
Art: Content Knowledge	133	12	12	100%	93	93	100%
Biology: Content Knowledge, Part 1	231	2			66	65	98%
Chemistry: Content Knowledge	241	1			15	14	93%
Early Childhood Education	020	10	10	100%	281	280	100%
Elem Edu: Curriculum, Instruction, and Assessment	011	55	55	100%	1615	1536	95%
English Lang., Lit. and Comp. : Content Knowledge	041	10	10	100%	205	197	96%
Mathematics: Content Knowledge	061	3			105	91	87%
Physical Education: Content Knowledge	091	10	10	100%	192	165	86%
Social Studies: Content Knowledge	081	9			272	261	96%
Spanish: Content Knowledge	191	1			33	28	85%
<b>Other Content Areas</b>							
Business Education	100	9			69	69	100%
Health Education	550	1			2		
Speech Communication	220	1			26	26	100%
<b>Teaching Special Populations</b>							
Special Education	350	1			196	196	100%

<b>Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program</b>							
<i>Table C-2</i>	<i>HEA - Title II 2000-2001 Academic Year</i>						
<b>Institution Name</b>	Lindenwood University						
<b>Institution Code</b>	6367						
<b>State</b>	Missouri						
<b>Number of Program Completers Submitted</b>	125						
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	125				Statewide		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>	
Aggregate - Basic Skills							
Aggregate - Professional Knowledge				53	53	100%	
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	113	113	100%	3086	2929	95%	

Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	11	11	100%	165	164	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	1			309	307	99%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	125	125	100%	3612	3452	96%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: **975**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001? **153**

3. Please provide the numbers of supervising faculty who were:

**12** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**0** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**3** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-2001: **12**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **13/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **33** hours. The total number of weeks of supervised student teaching required is **16**. The total number of hours required is **528** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

☒ Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

#### **A. Please use this space to provide any additional information that describes your teacher preparation program(s).**

The Foundation of the Teacher Preparation program at Lindenwood University is based on two claims:

1. Students completing a degree with an education major at Lindenwood University are prepared to enter the teaching field as qualified, caring, and competent educators. This claim is based on information submitted by area school administrators who have hired our graduates.

2. Students completing a degree with an education major at Lindenwood University are familiar with and competent in the Missouri State Standards and Indicators for Teacher Education.

The Lindenwood University Education Division prides itself on the practical nature of the teacher education program. Coursework is designed to relate to the practical tasks that teachers perform in the classroom. Field experiences and an intensive 16 week student teaching placement are critical components of the program. Faculty engage in program evaluation primarily through surveys to existing student teachers, recent graduates, cooperating teachers, and employers, and results of student scores on the PRAXIS. Based on feedback and analysis of these test results, surveys and dialogue with employers, strengths and weaknesses of the program are addressed and modifications are made to correct perceived weaknesses. Much emphasis in technology is imbedded in our programs. Teacher Education now has two eMINTS classrooms as well as six(6) “smart” classrooms. Utilizing faculty from school districts that have made great strides in technology, Lindenwood University’s partnerships with these districts shows students how to effectively and efficiently use technology in their classrooms .

#### **B. Missouri has asked each institution to include at least the following information.**

##### **1. Institution Mission**

Lindenwood University offers value-centered programs leading to the development of the whole person-an educated, responsible citizen of a global community.

Lindenwood is committed to  
providing an integrative liberal arts curriculum,  
offering professional and pre-professional degree programs,  
focusing on the talents, interests, and future of the student,  
supporting academic freedom and the unrestricted search for truth,  
affording cultural enrichment to the surrounding community,  
promoting ethical lifestyles,  
developing adaptive thinking and problem-solving skills,  
furthering lifelong learning.

##### **2. Educational Philosophy**

Lindenwood is an independent liberal arts university that has an historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.

##### **3. Conceptual Frameworks**

The conceptual framework for the Lindenwood University Teacher Education Program is driven by the Mission Statement of the University and the 10 Standards for the Beginning Teachers in Missouri. The Undergraduate Teacher Education Statement of Principles and a philosophy of reflection serve the Division as the connection with the needs and philosophies of the pk-12 school community. Lindenwood

University's liberal arts program helps to insure that our students take a multicultural and global view as they meet the challenges of teaching in the twenty-first century. The faculty of the Education Division at Lindenwood University has agreed that the model that best reflects our common effort was the concept of teaching as both an art and a science. We have agreed that art, a stimulating and harboring of creativity, along with a scientific attitude and other scientific considerations, must be the basis on which to build a total educational scheme including the admission of candidates, the construction and maintenance of curriculum, the structuring of clinical experiences, and the support of newly-employed professionals. We believe that the act of teaching is a blend of "Art" and "Science." Our program is based on this concept and is driven by personal reflection to assure that our students embrace this understanding in their personal philosophy of education.

**4. Program completers who teach in the private schools and out of state**

<b>Private Schools:</b>	<b>7</b>
<b>Out-of-State:</b>	<b>5</b>